ADJUSTMENT PROBLEMS OF SENIOR SECONDARY SCHOOL STUDENTS AS RELATED TO THEIR SCHOOL ENVIRONMENT AND HOME ENVIRONMENT

SYNOPSIS OF THE THESIS

Submitted by

Lalita Sharma

Registration No.: AU20EDPHD0050

Under supervision of

Dr. Sapna Sen

In Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES, ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

JUNE, 2022

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JUNE, 2022

DECLARATION

I hereby declare that the synopsis entitled "**ADJUSTMENT PROBLEMS OF SENIOR SECONDARY SCHOOL STUDENTS AS RELATED TO THEIR SCHOOL ENVIRONMENT AND HOME ENVIRONMENT**" to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the synopsis has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

Place: Mandi

Signature of the Scholar

Date: 24.05.23

Name of the scholar

Lalita Sharma

Forwarded by: Concern Supervisor

Place: Mandi

Signature of the Supervisor

Date: 24.05.23

Name of the Supervisor

CERTIFICATE

This is to certify that the synopsis titled **"ADJUSTMENT PROBLEMS OF SENIOR SECONDARY SCHOOL STUDENTS AS RELATED TO THEIR SCHOOL ENVIRONMENT AND HOME ENVIRONMENT"** is an original piece of work done by **Lalita Sharma** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Mandi

Date: 24.05.2023

Signature of the Supervisor

Dr. Sapna Sen

Name of the Supervisor

INTRODUCTION

People all across the world have a sincere desire to improve their lot in life by creating new innovations that make it more comfortable. The twenty-first century calls for varied, creative, and energetic individuals in order to live a peaceful and worthwhile life. The greatest effective tool we have for living a pleasant, prosperous, and independent life in this world is education. The former president of South Africa, Nelson Mandela, declared that "education is the most potent weapon which you can use to change the world." The cornerstone for a nation's social, cultural, technological, and economic development is education. Education seeks to produce self-aware, bright, mature, and ingenious individuals as well as learned and trained individuals, not only taught and trained individuals. Education is the one and only investment that benefits both the present and the future, according to the National Policy on Education (NPE) of 1986. The board chair of the Global Partnership for Education, Julia Gillard, stated in 2014 that education is an expense, not a short-term investment. We owe it to the world's children, especially the most vulnerable and underprivileged ones, that international donors and the governments of developing nations step up and increase their financial support for education. Education is highly regarded as the best prerequisite for human growth all over the world. Each country is working toward achieving "Education for All" before 2015 by increasing participation, improving the quality of education, and raising student accomplishment. 2 India, which boasts the second-largest education system in the world, understands the importance of a skilled and educated workforce for the socioeconomic success of the nation. The Indian government is being forced to speed up the process of establishing the Indian education system due to the recent rise of the Indian economy and the need to maintain it. The Indian government is making significant reforms to move its education system from average to world-class. Teachers emphasise the value of high-quality research that has policy implications for the Indian educational system as part of the process of reconstructing education. The foundation of every person's education is their education from school. Schools are organization that lay the groundwork for everyone's development. The three levels of schooling in India are elementary education, secondary education, and senior secondary education. With the implementation of Article 21A of the Indian Constitution on April 1, 2010, India joined the other 133 nations that recognized the value of basic education by making education a fundamental right for all children ages 6 to 14. The promotion of literacy, numeracy, science, and citizenship standards, as well as preparing children for the responsibilities, opportunities,

and experiences of adult life, are the main focuses of elementary education. A significant stage in the educational hierarchy, secondary and senior secondary education prepares students for both higher education and the workforce. Secondary education is when a person's life really takes off. Secondary and senior secondary education prepares pupils for college entry and fills the knowledge gap between lower-level education and higher education. The three demands for universalizing secondary education (USE) in India have been paved by the universalization of elementary education (UEE). The CABE committee on universalization of secondary education (2005) recommended achieving universal secondary education by 2015; according to the study, projections of enrolment and the transition rate show that this goal is fully feasible. Additionally, universal senior secondary education and universal retention will be available by 2020. The goal of secondary education in India is to provide all children between the ages of 14 and 18 with an affordable, accessible, and high-quality education (RMSA Framework, MHRD, 2009). The senior secondary stage is defined as classes XI and XII in the report of the 11th Five Year Plan (2007-2012), whereas classes IX and X make up the secondary stage. In secondary classrooms, children typically range in age from 14 to 16, while in senior secondary schools, it ranges from 16 to 18. Late adolescence is what these years of adolescence are like. Adolescence is defined by UNICEF as the second decade of a person's life, which is the transitional period between childhood and adulthood. These are transitional years marked by changes in personal, intellectual, social, and physical development. Emotional maturation and conversion in this period alternates between happiness and agony. Along with the capacity for logic, analytical thought, and deep comprehension, intelligence matures. The period of adolescence, which is unquestionably a crucial moment in a person's life, is the best time to support sound moral values, effective education, and long-lasting health habits that help mould a person's entire life and the course of society. Adolescent development has been significantly impacted by the breakneck pace of today's society and its cascade of events, including industrialization, urbanisation, technical advancements, media, geographic mobility, wrenching cultural transformations, value deteriorations, and information explosions. For A quick scan of international news broadcasts reveals a lengthy range of difficult events that can have an effect on adolescent life in one way or another, including child maltreatment, high divorce rates, child pregnancies, drug addiction, bullying, and terrorism. Without taking into account the significant impact of mass media, notably television and social media networks, it is impossible to comprehend the world of the teenager. Therefore, society and governments have a responsibility to think about how to improve the lives of adolescents. The combined efforts of a number of

important institutions, including the government, family, school, health care organisations, community groups, religious organisations, etc., are necessary for the healthy, positive, and admirable growth of adolescents. Adolescents' psychosocial, intellectual, physical, emotional, and occupational development are heavily influenced by school. Secondary education must fundamentally be adolescent education. A increasing corpus of research demonstrates that what happens to students between the ages of 10 and 14 affects both their future academic and personal achievement. Academic success is a significant and important aspect of secondary school. The student's success has a direct or indirect impact on their career, position, personality, and level of happiness.

ADJUSTMENT

The word "adjustment" is derived from the Latin word "ad-justice," and refers to the process of balancing one's needs and environmental constraints. It's a psychological condition that describes the modifications people make intentionally or unintentionally to acquire or maintain a satisfying state inside of themselves. The concept of "adjustment" has been extensively studied from the perspectives of various academic disciplines, including education, sociology, psychology, anthropology, etc. The idea of adjustment originated in biology and was applied in Charles Darwin's theory (1959). the evolution theory. The phrase "adaptation" was used. Only species that are able to adapt to risks survived, according to Darwin. Parental Guidance emotional quotient Mental health Modification issues with students Psychologists have appropriated the biological term "adaptation" and given it the new moniker "adjustment." As the human race progressed, the idea of adaptability emerged. The development of a child is critically dependent on adjustment. The process of adjustment is dynamic and ongoing. No living thing can exist independently of its natural surroundings. A type of interaction between a person and their environment is adjustment. Otherwise known as a person's engagement with his environment, adjustment is a lifelong process. the theory of evolution. "Adaptation" was employed as a verb. Darwin claimed that only adaptable organisms had been able to survive. parental direction emotional intelligence Student mental health modification concerns The biological term "adaptation" has been adopted by psychologists, who now refer to it as "adjustment." As humanity developed, the concept of flexibility emerged. A child's ability to adjust is crucial to their growth. Adjustment is a dynamic and ongoing process. No living creature can endure without the

support of its environment. Adjustment is a sort of interaction between a person and their environment. Adjustment, also referred to as a person's interaction with his environment, is a continuous process. X Positive changes provide adolescents a sense of pride and satisfaction, inspire them to succeed in the future, support their development as independent thinkers, boost their self-confidence, and ultimately improve their mental health. Any student's growth is either accelerated or tracked by the environment that is established in both the home and the classroom (Krishnan, 1977). An adolescent's growth is greatly influenced by school because they spend the majority of their waking hours there, participating in extracurricular activities, and even working on schoolwork at home. The institution of school is one that contributes to the overall educational and socialisation process geared toward teenage personality development (Greenbacm, 1974).

ADAPTATION ISSUES

A person is not maladjusted or poorly adjusted at birth. Adjustment or maladjustment gradually manifests because of his physical, mental, emotional, and potentialities, which are impacted and directed by the elements of the environment in which he finds himself. If a person is unable to adapt, he or she will have negative impacts on learning and behaviour. These effects will not only prevent the person from performing the task at hand but may also result in indiscipline and, in rare cases, antisocial behaviour. A student becomes pervasive and engages in juvenile delinquency as a result of poor adjustment at home and school. People in our country deal with numerous issues on a daily basis. Due to the fact that government policies and the surrounding environment are prevalent in their homes, schools, and colleges, pupils struggle to adjust. They differ from average and typical pupils in several personality qualities, which causes adjustment issues and may prevent some higher secondary school students from participating in activities that are available to the majority of people. Students in higher secondary schools deal with a variety of issues on a daily basis at home, at school, and in society. It could be the result of miscommunication at home, at school, or from a lack of direction given to them in various circumstances. If that continues for a while, there are no opportunities for them to express their feelings, so they develop into delinquencies.

SCHOOL ENVIRONMENT

The school environment is a strong influence and essential to a child's overall development. For the welfare of the pupils, schools are viewed as the best possible homes. It is a well-known reality that not every student has the same stimulating and hospitable home environment for their growth. Because of this, schools should be designed to be ideal environments. If they are in a more friendly environment or atmosphere, students grow more quickly. According to Bloom (1968), this environment "acts on the individual as a shaping and reinforcing force" (Sharma M. , 1993, p. 29). Therefore, the school's influence could encourage in its students the kind of independence, the desire for self-sufficient mastery, and an emphasis on competency that Every person notices a distinctive climate, atmosphere, or personality is felt when he or she spends time with the teachers and peer groups of a particular school or organisation, so the more friendly the school environment, the better the student's development. A conducive learning environment in the classroom, which for some pupils featured an equitable connection between teachers and students, went hand in hand with a favourable school environment, allowing students to concentrate on their work without feeling undervalued (Peng, et al., 2014, p. 84). The second institution to develop a student's cognitive, emotional, and psychomotor domains as well as his or her personality, conduct, and behaviour is the school. The bond between the teacher and the student is stronger. In order to perform a nurturing role by arranging classroom activities to understand students' desires, expectations, and the demands of learning various subjects, the school should offer the best setting and a classroom climate. In order to improve student performance in the classroom and to assist them establish a favourable attitude toward the school, classroom activities should be improved and developed (Christian, 1991). The following are some factors that schools should think about in order to support children's growth, as taken from the writings of (Sharma D., 2017):

1) Mental aspect: For youngsters, school is the main source of knowledge exposure. It offers children the ability to learn about a variety of academic areas, including people, literature, history, arithmetic, politics, and five other diverse subjects. The cultivation of the mind is aided by this. When someone is exposed to influences from other cultural sources, their perspective of the world and their life expand.

2) Social aspect: A child's first opportunity to socialise is at school. The child has socially interacted with his or her parents and close relatives up to that point. Children are exposed to

new concepts in schools, as well as their peers their own age. This instils social skills like empathy, companionship, engagement, and support that are crucial for them as adults.

3)Physical development: A child goes through a number of physical changes following conception. While there are limited outlets at home, a child can channel his or her energy into more social settings at school, where they can also learn how to behave at their best around peers their own age.

4**) Overall perspective**: In the past, schools were thought of as places where students went to study about historical events, work out challenging math problems, and memorise sonnets. A youngster learns to move beyond the old method of rote learning in the modern educational environment. They are taught to form their own opinions, and the flexible curriculum encourages inquiry. The youngster is released from the restrictions of mental blockages and is free to let his or her imagination soar. The value of imagination is emphasised frequently. A well-developed cognitive system results from play activities and a comprehensive education.

HOME ENVIRONMENT

Environment is a word which describes all the external factors, influence and the conditions which affect the life, nature, behavior, growth and development and maturation of living organism. Environment stands for all those circumstance which asserts their influence on the human beings since birth to death. It covers the whole natural and social surrounding that is spread over around us.

Bloom (1964) defines environment as "… the conditions forces and external stimuli which impinge on the individual. These may be physical social as well as intellectual forces and conditions"

Atkinson (1966) defines "environment should be framed in such a way that the children can perceive the completion of takes as evidence of personal accomplishment or successes and incompletion as reflection of personal failure".

Home occupies the first and the most significant place for the development of children. The environment provides the necessary sensory inputs, stimulation and experimental basis for the development of perceptual skill and cognitive abilities. Inadequate home environment is likely to cripple the personality of the child. Home environment means the psycho- socio climate of the family as perceived by the children. It includes the quality and quality of the

social, economic, cognitive and emotional support that has been available to the children during the family life in terms of parents–siblings-peer group-child interactions.

HOME ENVIRONMENTAL FACTORS CONTRIBUTE TO ADJUSTMENT: -

(a) Home Cohesion: - This shows degree of commitment, help and support of the family members provide for one other. Home cohesion help to child toward their role responsibly in relation with others. It shows the strengths; weaknesses of family members and how adjust with those limitations by mutual understandings. High levels of family cohesion and adaptability were predicted to be related to fewer behaviour problems. Research findings infers that the adolescent children's needs for clear role hierarchies, stability, and parental assertiveness to promote optimal adjustment.

(b) Home Permissiveness: -this show extent to which family members are encouraged to express their feelings and thought directly or to act openly according to his/her desires & expectation with no interference from parent. Permissiveness' includes 'Provision' of opportunities to child to express his/her views freely and act according to his/her desires with no interference from parents. Diana Baumrind (1971) studied that, "both authoritarian as well as permissive parents' effect in shaping child. She observed that authoritarian parents are generally more punitive, unaffectionate and unsympathetic. They try to shape their children's behaviour according to a set standard of conducts and curb their children's will. They do not encourage independence. While on the hand permissive parents do not feel in control and do not exert control. They give the child as much freedom as possible. Thus, in the both case child become more immersive, dependent, unfriendly, discontented, disturb and withdrawn".

(c) Home Conflict: - this shows the amount of openly expressed aggression and conflict among family members. Researchers found that the way in which children understood the conflicts between their parents had different effects on their emotional and behavioural problems, such as anti-social behaviour, child feeling threatened, or fearful that the family would split up, the child was more likely to experience emotional problems, such as depression. The impact of everyday conflict between parents on their children's behaviour and mental health is driven by how the children understand the problems in the relationship as well as the nature of the conflict itself, the researchers found. These disagreements include;

hostile relationships between parents, poor parenting practices, negative parent-child relationships and maternal depression. Children from high-conflict homes are more likely to have poor interpersonal skills, problem solving abilities and social competence." As conflicts cause children to "perceive themselves and their social worlds more negatively" and to "have more negative pictures or internal representations of family relationships." Thus, the high-conflict relationship of one couple can produce other negative relationships in the next generation.

(d) Home Acceptance and Nurturance: - means the extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family or existence of excessive unconditional physical and emotional attachment of parents with the child. 'Nurturance' here means existence of excessive unconditional physical and emotional attachment of parents with the child. Research studies have proved that a supportive nurturing environment in home and school could enhance child's academic achievement. "Family being the first and major agency of socialization plays a pivotal role in styling child's life. It has been seen that most of children who are successful and well-adjusted come from families where wholesome relationships exist between children and their parents". (Bansal's & Jaiswal's 2006). Thus, home is an indispensable agency in child upbringing. It not only provides feeling of security but also affection which cannot be provided by any other agency. The parent's attitude towards the child is of supreme importance. They provide early conditioning to the child. Therefore, parents should understand children all needs and desires of the life. And such understanding and ability will help the child in his early grouping for an acceptable place in group life, in and outside the home for proper comprehension of their personal and social responsibilities.

(e) Home Recreational-Cultural Orientation: - It is the degree of interest or extent of participation in social, cultural and recreational activities. Children differ in the social behaviour at any stage of their development on account of a great influence which is exercised on them by the culture or customs in which they are born or live. The pattern of behaviour of an Indian will be different from a child born in a western country. For example, boys' and girls' relationship is visible in India. There is very little chance of mixed activities which are so common in western culture. The effect of culture and customs is visible quite clearly in the activities of children. Children born in poor families, play more or less such games which are relative to the customs prevailing in their families. For example, they will play such games as cooking food, washing utensils and similar other games.

(f) Home Moral -Religious Emphasis: - The degree of emphasis on moral and religious issues. One of the important developmental tasks of child is to learn to behave in socially approved manner. Moral behaviour means behaviour in conformity with moral code of social group. Moral behaviour is something which is carried out in a voluntary way; it is conduct which is regulated from within. Moral behaviour is accompanied by a feeling of personal responsibility for one's acts. The child has to learn what is "good" and what is "bad"; what is "right" and what is "wrong". He/she has to teach his/ her "duty". All these terms imply clearly that morality has reference to social relationships and social processes. Morality indissolubly linked with the social system. The rules of morality operate in the social context. Morality is used to mean the generally accepted codes of good life. Wilson (1968) suggests that the criteria of mature morality are 1. Attention to one's own and other's people feeling. 2. Attention to facts of the situation and their consequences. 3. The ability to formulate and modify moral principles.

(g) Home Control: - It indicates "autocratic atmosphere which many restrictions are imposed on children by the parents in order to discipline them". The dimension 'Control' of quality of home environment is defined here as an autocratic environment in which restrictions are imposed on children by parents in order to discipline them. 'Punishment' includes 'physical' as well as 'affective' punishment to avoid the occurrence of undesirable behaviour. Beaker in 1969, suggest that discipline can have long-lasting effects on a child's social and emotional development. Excess or lack of punishment makes children more fearful, dependent, or aggressiveness. According to him strict, heavy-handed discipline, although fostering well controlled socialized behaviour, tends also to make children submissive to dull their exploration and intellectual striving. Children who have many restrictions put on them are not "spontaneous" and not friendly. If children are strictly disciplined early, before the age of three, they are conforming, dependent, and hostile. If heavy discipline begins later, children do not inhibit their hostility and express it in aggressiveness. Permissiveness on the other hand fosters outgoing; sociable behaviour and intellectual striving, but it may make children less persistent and more aggressive.

(h) Home Conformity: - It indicates "parents' directions, commands orders with which child is expected to comply action. It refers to demand to work according parent's desire & expectation". 'Conformity' refers to the parent's directions, commands or orders with which child are expected to comply by actions or demands to work according to parents' desires and expectations. "The Authoritative parents always shape their children's behaviour according to

a set standard of conduct and curb their children's will" observed by (Diana Baumrind (1971). They do not encourage independency. They are detached and seldom praise their youngsters' children in these families have few rights but they are expected to assume as must responsibility as adults. Becker concluded that the amount of love parents express for their children has much to do with the effects of their disciplinary practices. A parent who is restrictive but affectionate is more likely to raise a child who is polite, obedient, dependent, and non-aggressive, a child who follows the rules. A restrictive parent who is also hostile may raise a socially withdrawn, immature, neurotic, and quarrelsome child who directs aggression inward. A warm, permissive parent encourages active, independent, socially outgoing, creative, mature behaviour, but a hostile, permissive parent is likely to have an incompliant and aggressive child.

IMPACT OF HOME ENVIRONMENT ON STUDENTS

Indian family has the advantage of its heritage with well defined value system related to social relations and prescriptions of the ideal way of life. Adolescents across all sections of the society thus have a family as an 'anchor' that supports them to cope with challenges of transition to adulthood. Family as an institution in India therefore, has a potent role in influencing adolescents. Capacity building of its members to provide timely support and monitoring signs of dangers to save adolescents from slipping into risks, can be an important strategy/approach. Involvement of parents has increasingly now been used in planned interventions of governmental and voluntary sectors (Verma & Saraswathi, 2002). The rapidly changing social, political and economical scenario in the world has not left Indian family untouched. It is going through structural and functional modifications that have a bearing on adolescent's socialization and parent child relations. Weakening of social support from kinship, movement of women empowerment, exposure to media, increasing competitive demands of the market economy and higher standards of achievement are a few aspects that have changed the family dynamics in the recent past. The need for differential values, competencies and coping styles between parents and adolescents are a source of anxiety and stress both for adolescents and parents (Verma & Saraswathi, 2002). Thus, the structural transformation in the home environment has significantly altered the degree and quality of affective interaction between the family members. It is still relatively rare for family research to include assessment of the whole family environment (McHale & Cowan, 1996) despite

empirical support for clinical family systems theories advocating that assessment of the entire family system (e.g., mother, father, child) is different from and as important as assessment of the various parts of a family (e.g., dyadic family subsystems; Johnson, Cowan, & Cowan, 1999).

A REVIEW OF RELATED LITERATURE

Verma (1993) investigated "the creative inclinations of college students." According to his findings, "Pupils of low socioeconomic position and those who live in urban slum areas exhibited larger levels of irritation; kind of school was deferentially associated to the degree of adjustment of students."

According to Kukreti (1994), there are differences in how pupils adjust to three different types of schools. Preadolescent boys attending Saraswati Vidya 100 | Page Mandir (SVM) and Government Junior High School (GJHS) demonstrated better adjustment than boys attending Convent School (CS); CS boys demonstrated better emotional adjustment than GJHS boys; SVM and CS boys demonstrated greater educational adjustment than GJHS boys; and SVM girls demonstrated better adjustment in all areas.The educational goals, school adjustments, and values in relation to the school environment were all explored by Parkash (1994). He discovered that at the +2 level, children from affluent schools were better adjusted and that the quality of the learning environment was strongly correlated with academic success.In their 1995 study, "Social Intelligence and Adjustment of School Students," Prasad et al. Social intelligence was discovered to be positively correlated with adjustment in both boys and girls.

Kagade (1997) conducted a rigorous analysis of "personality variables of pupils in the viiith and ixth grades." The results supported the statements that "Boys and girls were not significantly different in educational adjustment; significant difference was observed between boys and girls in home and social adjustment; there was no significant relationship between educational and home adjustment and their academic achievement; there was a significant relationship between social adjustment and academic achievement."The socioeconomic tendencies of several sociometric categories of teenagers were.

Kumari (1998). In her conclusion, she noted that "different sociometric groups differed significantly on home, health, social, emotional, school, and total adjustment; positive

relationship between intelligence and home adjustment for all the sociometric groups; positive correlation between achievement and total adjustment for poplars, neglected, isolates, and rejecters."

Sharma et al. (1999) investigated the self-concept and adjustment of adolescents in relation to their gender, school discipline, socioeconomic status, and academic achievement in order to determine the impact of need fulfillment on psychological adjustment and academic accomplishment. According to their findings, "the subjects with high demand for achievement had significantly higher psychological adjustment (overall as well as particular areas of emotional and educational adjustment) in contrast to subjects."

Saxena (2000) investigated the effects of family relationships on high school students' adjustment, anxiety, achievement motivation, and self-concept. The findings indicated that "family relationships had a crucial role in encouraging the students' adjustment; substantial differences were seen between boys and girls in the areas of emotional, social, and academic adjustment, while boys had superior educational adjustment than girls."

Gupta (2001) investigated the role of schooling in teenage girls' social adjustment at various socioeconomic status levels. He confirmed that "adolescent girls studying in urban schools were significantly better in their social adjustment as compared to girls in rural school; adolescent girls studying in private school showed significantly better in their social adjustment as compared to girls in government school; adolescent girls studying in co-educational schools showed significantly better in social adjustment as compared to adolescents of girls' school; adolescent girls studying in English medium schools were significantly better in their social adjustment as compared to adolescents of other Adolescent girls attending urban, private, co-ed, English-medium schools who come from higher socioeconomic status showed better social adjustment compared to girls attending Hindi-medium schools; education of father and education of mother positively influenced the social adjustment of adolescent girls.In Bangladesh

Sultana (2003) looked at "factors in teenage boys and girls' patterns of adjustment." According to the results of the investigation, "girls were better adjusted than boys with regard to their homes; high purpose in life group students were better adjusted to their homes than those having low purpose in life; adolescents with different purpose in life orientations differed in their health, emotional well-being, and general adjustment; and girls were, on the whole, better adjusted than boys."

Babu (2004) investigated "the higher secondary students' attitude toward the study of commerce and their adjustment with the objective to find out the difference in attitude toward the study of commerce and their adjustment in respect to gender, residence, types of schools, and medium of instruction." It was carried out using 240 students in class XI as a sample. He came to the conclusion that there was a substantial correlation between higher secondary students' attitudes toward studying commerce and their adjustment; Rural and urban students differed significantly in terms of their adjustment, while boys and girls and students in government and private schools did not significantly differ in terms of their adjustment. Students also demonstrated very poor status in terms of their adjustment (emotional, social, and educational).

Veereshwar's (2004) conducted study on the mental health and adjustment issues of college-bound urban and rural girls. The investigation found that "there was a significant difference between urban and rural girls in the area of family adjustment; the social area held problems for both urban and rural girls and the difference between the two was significant, i.e., the percentage of rural girls showed unsatisfactory adjustment in the social area; personal and emotional problems were displayed less by urban girls than rural but the difference in adjustment of urban and rural girls was not significant."

Kumar et al. (2005) conducted study on the personality development of both urban and rural adolescent boys and girls was examined by. According to the study, "Male and female students in rural areas had lower mean scores than the corresponding mean scores of male and female students in urban areas in all categories of adjustment," including "health,""home,""social,""emotional," and "economic."

Mehta et al. (2005) investigated how family dynamics affected teenagers' suppression sensitization tendencies and adjustment. They came to the conclusion that boys were less emotionally adjusted than girls, that the subject's gender and birth order had a significant interactive effect on emotional adjustment, and that girls were more socially adjusted than boys and that secondborn children were better adjusted than firstborn children.In order to compare how boys and girls adjust to school and perform academically, In order to compare the academic accomplishment and school adjustment of boys and girls,

Sindhu (2005) investigated "teacher motivation, student adjustment, and their academic achievement." A sample of 680 Xth-class kids from Kendriya Vidyalayas was used to complete the research. For this, a stratified random sampling technique was chosen.

According to the study, "Students demonstrated average and above average adjustment to the school environment; the females displayed superior adjustment in comparison to the boys; there was no statistically significant difference in the achievement of boys and girls; boys' higher accomplishment was influenced by their preference for their teachers.

Sindhu, I.S. (2005), A study of teachers motivation students adjustment and their academic achievement. Ram-Eash Journal of Education, 2(2), 19-23

Singh (2005) investigated "the coping strategies of college students from the Agra region, both rural and urban." According to the results, there is a considerable difference between rural and urban students' levels of adjustment; rural college students were much more adjusted than urban college students in the areas of home, health, social, and emotional adjustment.

Meece et al. (2006) investigated the impact of classroom and school surroundings on students' academic motivation and achievement using the achievement goal framework. Although there is strong evidence that elementary and secondary students exhibit the best motivation and learning patterns when their educational environments place an emphasis on mastery, understanding, and improving skills and knowledge, and that some students perform better academically in environments where students are expected to compete for grades, research indicates that many adolescents experience diminished motivation.

Rathar (2006) studied ―adjustment among middle school students in relation to socio-economic status and social structure of school‖. The findings showed, ―boys as well as girls differed significantly in their adjustment but boys showed more adjustment difficulties in comparison to girls; girls were socially better adjusted than boys‖.

Singh (2006) investigated "the impact of the school's socio-emotional atmosphere on pupils' adjustment." According to the findings of the investigation, "social climate of the school significantly influences students' emotional and overall adjustment; boys had significantly better health and emotional adjustment than girls, whereas girls were significantly better at adjusting to school; girls were significantly better than boys in home and school adjustment at various levels of emotional climate of the school, whereas boys were significantly better in emotional and health adjustment;

Raju, M.V.R. and Rahamtulla, T.K.(2007) looked at "the adjustment challenges of school students from urban and rural schools." They came to the conclusion that factors related to

the school, such as the class in which the students were enrolled, the medium of instruction used at the institution, and the management style used by the institution, all had a significant impact on how well the students adjusted. School children who lived in cities adjusted better than students who lived in rural areas.

Talukdar and Talukdar(2008). looked at "the adjustment challenges of adolescent students." Overall, they discovered that male students had better adjustment than female students; social adjustment was average in both sexes, but emotional adjustment was subpar in both.

Mudassir (2015). The purpose of this study was to investigate how kids' academic performance is influenced by their educational environment. The study's major goal is to examine the substantial effects that Kuala Terengganu, Malaysia's school environments, teachers, and facilities have on the academic performance of secondary school pupils. Data from 377 respondents were gathered via a self-administered questionnaire from 4 chosen secondary schools in Kuala Terengganu using a descriptive survey research design. The respondents were sampled using a stratified random sampling technique. Regression analysis was employed to analyse the data. Three formats—demographic data, descriptive analysis, and inferential analysis—are used to explain the outcome. The study's findings showed that pupils who attend schools with enough facilities, qualified teachers, and an enabling atmosphere outperform those who attend schools with inadequate facilities, unqualified teachers, and an unfavourable environment.

Abdul (2012). The primary goal of the current study was to investigate how high school students' personalities were impacted by the academic environment. It was predicted that high school pupils' personalities would be substantially impacted by the academic environment. 200 kids in the 10th grade from different schools in the Sangli district of Maharashtra State, India, were chosen at random. The comparative method was used to examine how high school pupils' personalities were impacted by their academic environment. The group of data was analyzed using the students' t test. The study's conclusions showed that high school students' personalities are greatly and strongly influenced by the academic environment. The Effect of School Environment and Peer Influences on Students' Academic Performance in Vihiga County, Kenya, was a topic of Daniel K.

Korir's (2014) The study looked at how kids' academic performance was affected by their school environment and peer pressure. The study evaluated the psychological impact that

peer pressure and school environment variables have on students. The Social Learning Theory of Albert Bandura, which views learning as an interaction between one's environment, behaviour, and psychological processes, served as the foundation for the study. The study employed a correlation research approach, where peer influence and the school environment the dependent variable, while the academic performance of the pupils was one of the independent factors. The research used 21 public secondary schools in the Sabatia District of Vihiga County. The study participants were chosen using a straightforward random sampling procedure. Data on peer impact and the school environment were gathered using questionnaires, and academic performance of the pupils was determined using school records. Multiple regression was used to evaluate the data. The study found that the kids' academic performance was significantly influenced by the school environment and peer pressure.

Viswanathan and Indira Ramani (2012) have investigated on social skills and home environment of secondary level tribal students of Khammam district in Andhra Pradesh (India). The study revealed that standards of VII and IX Tribal students did not differ in their perception on home environment. This was due to the process of schooling and other learning activities which they have undergone at the school.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight 113 Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant (p less than 0.05) positive relationship was found between six of the home environmental factors, that is fathers’ occupation(r=0.22), mothers’ occupation(r=0.26), fathers’ education (r=0.15), mothers’ education(r=0.23), family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r=0.03) related to academic achievement motivation. These correlations showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Jogeswara Raom (2016) studied impact of school environment, home environment and mental health status on achievement motivation among high school students. A study was

investigated on 600 high school students to find out the effect of school environment, home environment and mental health status on achievement motivation. School environment and home 112 environment inventories by.

Bansal et al., (2006) based on 100 eleventh grade students drawn from 10 senior secondary schools in Ludhiana City of India showed that good quality of home environment had significant positive correlation with high level of achievement motivation among high achievers. It was found that as the quality of home environment deteriorates, the level of achievement motivation also deteriorates. In a longitudinal study of 89 first grade children of low-income mothers, parental support was not found to be related to academic motivation.

Vamadevappa (2005) has found that there was a positive and significant relationship between parental involvement and academic achievement among higher primary students. Good parental involvement leads to higher academic achievement. And achievement of girls was more than the achievement of boys among high parental involvement group.

M. E. Haskett and M. Willoughby (2006) conducted study on the title, "Paths to Child Social Adjustment: Parenting Quality and Children's Processing of Social Information". The purpose of this research was to examine the manner in which multiple influences on child social adjustment operated together to predict differential outcomes for young children. The method of the study was a model of children's peer social adjustment was evaluated using a group of 166 children. Results indicated that the quality of parenting that children received was more central to sequent adjustment in peer interactions than were children's SIP operations. Furthermore, the quality of parenting children experienced was closely linked to parents' beliefs about their children and parents' mental health status.

H. Durell Johnson, Joseph C. Lavoie and Molly Mahoneyn (2007) conducted study,"Interparental conflict and Family Cohesion: Predictors of Loneliness, Social Anxiety, and Social Avoidance In Late Adolescence." In their research study researcher addresses the proposed views that late adolescents' perceptions of their family environment (i.e. perceptions of inter-parental conflict and family cohesion) are associated with their reports of loneliness, social anxiety, and social avoidance. It is proposed that inter-parental conflict and family cohesion are positively associated with adolescents' feeling of loneliness, which is positively related to their reports of social anxiety and avoidance. Family environment is related to characteristics of adolescents' personal development and social interactions. Although potentially different for males and females, decreased family cohesion and

increased inter-parental conflict can inadvertently provide family environments that are associated with increased feelings of loneliness, which may be associated with problems in adolescents' social interactions (i.e., social anxiety and social avoidance). Analyses of responses from 124 late adolescents revealed that feelings of loneliness were related to perceived levels of inter-parental conflict for males and females and decreased family cohesion for females. Furthermore, late adolescents' feelings of social anxiety and social avoidance were related to their feelings of loneliness. The findings in this study show how deteriorated family systems may provide contexts that are associated with adolescents' feelings of loneliness as well as their ability to engage in social interactions outside of the family system.

Ardelt.M & Day.L (2002) conducted study "Parents, Siblings, and Peers: Close Social Relationships and Adolescent Deviance. The article infers that there is close social relationships between parent, Siblings, Peers and Adolescent Deviance. These positive relationships within the family, parental support, a consistent and constructive parental discipline style, and supervision tend to be related negatively to adolescents' deviant behaviors and their association with deviant peers. Poor family relationships to be associated with higher levels of delinquent behaviors, possibly due to the fact that, parents in those families provides, poor role models and engaged in ineffective discipline strategies. Similarly, low parental support often is related to adolescent delinquency. By contrast, adolescents with strong parental support tend to engage in less deviant behaviors than do adolescents with weak parental support, even when they associate with deviant peers. The influence of parents, however, does not disappear completely once children enter adolescence, Successful adjustment during the years of adolescence, can depend to a high degree on the available emotional and social support in the family. As role models and through their social- emotional support, parents and older siblings can have a positive impact on the personality characteristics of adolescents, such as their sense of competence and mastery, which, in turn, might facilitate further their successful transition from childhood to adolescence.

Oliva, Parra, Sánchez-Queija (2002) studied Parents and Peers Influences on Emotional Adjustment During Adolescence. They observed that most of the studies about social relationships and adolescent adjustment focus on parents or peer group as separate sources of influence and do not take into account interaction effects. The aim of this paper is to study the influence of relationships with parents and peers on emotional adjustment in a sample of

Spanish adolescents. Participants in the study were 221 boys and 292 girls, aged between 13 and 19 years, that filled out instruments about family relationships (Parental Style; Family Adaptability and Cohesion; Conflicts and Comunication) peer attachment, self.esteem and life satisfaction.Results show that peer attachment and parental support and affection promote emotional adjustment of boys and girls, specially during middle adolescence. For older adolescents, peer relationships seem to be more important than parental support. Results did not reveal interaction effects, so parents and peers have an independent influence on emotional adjustment.

Domitrovich, Celene E, Bierman, Karen L (April 2001) Parenting Practices and Child Social Adjustment: Multiple Pathways of Influence. This study explored pathways of influence linking parenting practices, child perceptions of their parents and peers, and social adjustment. Child perceptions of peers also were assessed along these same dimensions. Parenting practices were related to peer-reported social behavior, peer dislike, and child social problem solving. Children& perceptions of their parenting experiences were related to their social problem solving and their reported social distress. The findings are discussed in terms of the importance of both the family and peer domains for child social development and the influence that child perceptions may have for psychological well-being. Thus this study was designed to further explore pathways of influence linking parenting practices, child perceptions of their parenting and peer relations, and multiple aspects of child social adjustment (e.g., social behavior, social problem-solving strategies, peer status, and feelings of social distress)

Nicole.L.M (2001) conducted study on Sibling Effect in the Adjustment of Children. Researcher did his research on sibling effect in the adjustment of children exposed. He found that family relationships are important for appropriate development of interpersonal skills, expectations about relationships and relating with others. Therefore, a sibling relationship becomes very important for children. It is possible that relationships with siblings allow children to acquire social and cognitive skills that are necessary for a healthy social development. However, one must examine the possible positive and negative outcomes for sibling relationships. Research has distinguished three recurring and predictable conditions that foster close sibling bonds: access to siblings, need for meaningful personal identity and insufficient parental influence Similarly, if a child is able to have a positive relationship with one parent they are more likely to have positive and close relationships with their siblings. However, in a domestic violence home, the discord between the parents could cause a mother

or father to be unable to give the nurturing and support a child needs and this could impact the sibling relationship. Further, conflict between parents has also been associated with negative sibling relationships. Siblings that experience extreme level of stress and ongoing parental discord were found to be more likely to develop intense and supportive sibling relationships. Researcher believes that even when siblings are not close, a close and protective relationship often develops when children are in adverse family circumstances or when parents are not reliable. This appears to be important for child witnesses of domestic violence whose parents may be emotionally and physically unavailable. Researcher have shown that in stressful family environments, older siblings' report that they try to compensate for the lack of parenting experienced by their younger siblings (Cummings and Smith, 1993). Researcher reported that older siblings support is associated with higher levels of perceived self-confidence, self-competence and adjustment for younger siblings. It is reported that older siblings may allow the younger children to feel safe and offer a substitute, positive role model for relationships.

Verma And Gupta (1990) In their study entitled effect of home environment on cognitive abilities of pre-adolescent children found significant effect of home environment on verbal and nonverbal intelligence of only male pre- adolescent children, significant influence of home environment was found on any ability. A sample of 160 male and female children studying in VIII class was studied.

NEED AND SIGNIFICANCE OF THE STUDY

"The strength and safety of a community consists in a virtue and intelligence of its youth especially of its young man," said Remark. J. Hawes. Therefore, society's development points and future leaders are our school-going students. Students have a crucial role in the social and economic growth of the country. Our lives are continually undergoing enormous change as a result of the advancement of electronics and computer technology in this century, and the educational environment is no exception. Nowadays, more technology is incorporated in the teaching and learning process. These adjustments affect every facets of life, including the pupils' social, emotional, mental, and spiritual well-being.

The world in which we have to live and work in the future is changing tremendously quickly, which has led to a number of issues in society, the educational system, and our personal lives. These issues will impede the person's ability to adjust if they are not resolved. The process of adjusting is ongoing. The ability to resolve a personal issue in a positive and

socially acceptable manner is a necessary component of adjustment. Adjustment means the ability to deal with life effectively so as to satisfy personality needs in constructive way. A well-adjusted person can easily accommodate or adopt himself to changed circumstances by making necessary changes in his behaviour. An adjusted person's level of aspiration is neither too low nor too high in terms of his own strengths and abilities. The culture of the school has an impact on a student's adjustment and appropriate growth and development. Growth and achievement may be at their highest levels if the climate is supportive; otherwise, both may be hindered. Therefore, a positive organizational atmosphere is essential for better adjustment so that people can realize their potential. The study's findings will be beneficial to educators in helping to foster a positive school climate, which will further lead to better student adjustment and high expectations for education. Studies on the impact of home environment on the children have yielded conflicting results, some contradicting too. Hence this study is an attempt to explore the impact of home environment on adjustment problems of secondary school students. The "good home environment" is one which prepares the children to meet the demands of the specific culture or subculture in which they live. Studies conducted across the world advocated that early home environment is a significant prediction of mental development and at the same time the home is of extraordinary importance in the development of various personality traits, social skills and adjustment.

In light of above discussion investigator decided to study adjustment problems of secondary school students related to their school environment and home environment.

STATEMENT OF THE PROBLEM

"ADJUSTMENT PROBLEMS OF SENIOR SECONDARY SCHOOL STUDENTS AS RELATED TO THEIR SCHOOL ENVIRONMENT AND HOME ENVIRONMENT"

OBJECTIVES OF THE STUDY

1) To study the level of adjustment of senior secondary school students.
2) To study gender- wise difference in adjustment problems of senior secondary school students.
3) To study area- wise difference in adjustment problems of secondary school students.

4) To study the interaction effect of gender and area with regard to adjustment problems of senior secondary school students.

5) To study socialcategory- wise difference in adjustment problems of senior secondary school students.

6) To study the interaction effect of gender and social category with regard to adjustment problems of senior secondary school students.

7) To study the interaction effect of area and social category with regard to adjustment problems of senior secondary school students.

8) To study the adjustment problems of senior secondary school students with respect to their school environment.

9) To study the combined influence of following variables with respect to adjustment problems of senior secondary school students:

    i) Gender and School Environment.

    ii) Area and School Environment.

    iii) Social Category and School Environment.

10) To study the correlation between adjustment problems and school environment of senior secondary school students.

11) To study the adjustment problems of senior secondary school students with respect to their home environment.

12) To study the combined influence of following variables with respect to adjustment problems of senior secondary school students:

    i) Gender and Home Environment.

    ii) Area and Home Environment.

    iii) Social Category and Home Environment.

13) To study the correlation between adjustment problems and home environment of senior secondary school students.

HYPOTHESES OF THE STUDY

1) There will be no significant gender - wise difference in adjustment problems of senior secondary school students.

2) There will be no significant area - wise difference in adjustment problems of senior secondary school students.

3) There will be no significant interaction between gender and area with regard to adjustment problems of senior secondary school students.

4) There will be no significant social category - wise difference in adjustment problems of senior secondary school students.

5) There will be no significant interaction between gender and social category with regard to adjustment problems of senior secondary school students.

6) There will be no significant interaction between area and social category with regard to adjustment problems of senior secondary school students.

7) There will be no significant difference in adjustment problems of senior secondary school students with respect to their school environment.

8) There will be no significant combined influence of following variables with respect to adjustment problems of senior secondary school students:

i) Gender and School Environment.

ii) Area and School Environment.

iii) Social category and School Environment.

9) There will be no significant correlation between adjustment problems and school environment of senior secondary school students.

10) There will be no significant difference in adjustment problems of senior secondary school students with respect to their home environment.

11) There is no significant combined influence of following variables with respect to adjustment problems of senior secondary school students:

    i) Gender and Home Environment.

    ii) Area and Home Environment.

    iii) Social Category and Home Environment.

12) There will be no significant correlation between adjustment problems and home environment of senior secondary school students.

DELIMITATIONS OF THE STUDY

1) The study will be delimited to the government senior secondary school affiliated to Himachal Pradesh Board of School Education, Dharamshala.
2) The study will be delimited to students of plus Two studying in government senior secondary schools.
3) The study will be confined to only four districts of Himachal Pradesh to be selected randomly i.e. Mandi, Bilaspur, Kullu and Hamirpur.
4) The study will be confined to one dependent variable i.e. adjustment problem and five independent variables i.e. school environment, home environment, gender, area and social category.

OPERATIONAL DEFINITIONS

ADJUSTMENT PROBLEMS: Adjustment problems in the present study refers to the problems faced by the secondary school students to produce harmonious relationships between himself and his environment.

SCHOOL ENVIRONMENT: A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

HOME ENVIRONMENT: Home Environment means the psycho-socio climate of the family as perceived by the children. It includes the quality and quality of the social, economic, cognitive and emotional support that has been available to the children during the family life in terms of parents–siblings-peer group-child interactions.

GENDER: Gender refers to the male and female senior secondary school students.

AREA: It refers to urban and rural area of senior secondary school students.

SOCIAL CATEGORY: It refers to general, Scheduled Caste and OBC, senior secondary school students.

RESEARCH METHODOLOGY

Research methodology is a systematic way to solve the research problem. It provides a logical and empirical base for data collection and analysis of data to draw logical inferences and thereafter to make meaningful suggestions. The decision about the methods to be employed for accomplishment of aims and objectives of research depends upon the nature of the problem selected and the kind of data required. Survey technique under descriptive research will be used for the present study.

SAMPLING

In the present investigation, the procedure of multistage sampling along with the process of stratified random sampling and incidental sampling will be followed. At the first stage, four districts will be selected through stratified random sampling techniques. At second stage, the list of educational blocks in each of four districts will be taken and three educational blocks will be selected on the basis of convenience of the researcher. At the third stage, the list of secondary schools in each of sampled blocks will be selected through systematic random sampling technique. At the last final stage, the students studying in these schools will be sampled incidentally. In all, the researcher will make efforts to cover atleast 600-700 students from all the sampled schools.

RESEARCH TOOLS TO BE USED

In the present study following tools will be used:

1. For measuring the Adjustment Problems among senior secondary School Students, a standardized tool entitled, "Adjustment Inventory for School Students" by Dr. A.K.P.Sinha and R.P.Singh (2007).
2. For measuring the Home Environment of senior secondary School Students, a standardized tool developed "Home Environment Inventory" by Dr. Karuna Shankar Misra (2004).
3. For measuring the school environment of senior secondary School Students, a research tool will be developed by researcher herself.

RESEARCH TOOL TO BE DEVELOPED

In order to measure the School Environment level of the selected senior secondary school students, the investigator herself will construct and standardize a scale which will be of Likert type in nature.

The investigator will develop School Environment scale by employing following steps:

1. Item pool- Firstly, the investigator will prepare a list of items/statements which will be pooled from various sources. The items will be pooled after carrying out critical discussions and getting the statements of opinions from the experts, researchers, psychologists, experienced teachers and teacher educators. The items will be developed in statement from requiring response on a continuum ranging from extreme unfavourable to extreme positive behaviour. The scale will be Likert type in nature.

2. Revision and editing of the item pool- After writing the statements, they will be edited and revised. For this, the item pool will be given to experts from the field, as well as technical and language experts to judge the content accuracy of each Item and its relevance. After carrying out the personal discussion about each item with the experts, their suggestions will be taken into consideration in order to remove any sort of technical, logical and linguistic ambiguity of the statements.

3. Item analysis of the preliminary draft- For carrying out the item analysis, the preliminary draft of the scale will be tried out on a representative sample of the senior secondary school students. After try out of the preliminary draft of the tool, the investigator

will proceed with the technique of item analysis for the selection of the statements for the final form of the scale. For this, the investigators will calculate 't-value' for each statement separately.

4. Estimation of reliability- The reliability of the School Environment scale will be determined by employing two methods i.e. test-retest method and split-half method.

5. Ascertaining of validity- The validity of the School Environment scale will be determined terms of content validity and criterion related validity.

STATISTICAL TECHNIQES TO BE USED

In order to achieve the objectives of the present study different types of statistical techniques will be employed. First of all, for checking the normality of the data, certain descriptive statistics like mean, median, mode, S.D, skewness and Kurtosis will be calculated on adjustment scores of senior secondary school students.

For finding the significant difference between means, 't' test will be used, whereas to study the interactional effect of gender, area, social category, school environment and home environment with regard to adjustment problems of senior secondary school students, a statistical technique of two-way Analysis of Variance (ANOVA) will be applied. To study the correlation between adjustment problems, school environment and home environment, Product moment correlation coefficient will be used.

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